





May 14th, 2013

Campus Academic Assessment Committee (CAAC)

Agenda

- **WELCOME** (*Please be sure you have signed the attendance sheet*)
- **BUSINESS**
 1. **Welcome and introduction of new CAAC co-chair Glenda Morales-Hanley**
 2. **Early Alert: Request for assessments early in the Fall semester to help in identifying students that are struggling - Durant**
 3. **Mini-grants and preliminary report from this year. – D. Anderson**
 4. **Next Year's Assessment Mini-Grant Announcement - Singh**
 5. **The (Revised) Potsdam Graduate – posted and ready for assessment links- Downing**
 6. **Assessment of SUNY Potsdam's Gen Ed student learning outcomes Spring 2013 for (FM), (WC) (SB), (SP), (LB) & (PE) – Assessment data due May 22nd .**
 1. **Gen Ed Assessment Sub Committee working this summer on updated Faculty Gen Ed Handbook.**
 7. **NSSE – Spring 2013 – all First Year and Seniors - Update – 5/9/13 (as of May 9th Response Rate =27.4%)**
 8. **3 year reporting cycle and action planning - Morales-Hanley**
 - **New Templates available**
 - **Department/Program Assessment Plans with any changes are due September 30,2013**
 - **Reports for Departments/Programs in 1st year of cycle are due September 30, 2013**

Term	Campus Sector	Campus Name	Higher Education History	Full or Part Time	Home Institution Student Count	3rd Term Retention Count	3rd Term Retention Percent	Rank
Fall 2009	Comprehensive Colleges	Brockport	Undergraduate First-Time	Full Time	1,089	928	85.20	3 
		Buffalo State	Undergraduate First-Time	Full Time	1,517	1,123	74.00	12
		Cortland	Undergraduate First-Time	Full Time	1,166	977	83.80	5
		Empire State	Undergraduate First-Time	Full Time	266	128	48.10	13
		Fredonia	Undergraduate First-Time	Full Time	1,097	891	81.20	6
		Geneseo	Undergraduate First-Time	Full Time	947	870	91.90	1
		New Paltz	Undergraduate First-Time	Full Time	1,070	918	85.80	2
		Old Westbury	Undergraduate First-Time	Full Time	420	313	74.50	11
		Oneonta	Undergraduate First-Time	Full Time	1,141	968	84.80	4
		Oswego	Undergraduate First-Time	Full Time	1,386	1,123	81.00	7
		Plattsburgh	Undergraduate First-Time	Full Time	1,063	854	80.30	8
		Potsdam	Undergraduate First-Time	Full Time	826	648	78.50	10 
		Purchase	Undergraduate First-Time	Full Time	729	573	78.60	9

Academic Support

- Block Scheduling
- Early Warning Advisement Questionnaire
- Faculty Early Warning System ←
- Steps To Eliminate Probationary Status (STEPS)
 - Coordinate assistance with Student Learning Center, Office for Students With Disabilities and other resources on campus as needed
 - Required of all first year students on academic probation
 - Meet frequently during spring semester
 - Weekly communication via Angel



The College at
BROCKPORT
State University of New York

2. Early Academic Alert (A Potsdam Retention Initiative)

- **Request for assessments early in the Fall semester to help in identifying freshman students that are struggling.**



3. Assessment Mini Grants

2012-13 Recipients:

Peter Brouwer and Debbie Anderson for SOEPS Teacher Education Programs

Mini-Grant Titles:

- *Improving Classroom Assessment Practice of Teacher Candidates*
- *Addressing a Weak Technology Student Learning Outcome through Enhanced SmartBoard use by Faculty*

Preliminary Report/Update

4. Announcement: Assessment of Student Learning Outcomes – SUNY Potsdam *Mini-Grant Announcement* for 2013-14

Purpose:

- Enhance and support a culture of assessment at SUNY Potsdam by encouraging collaboration, research, and scholarship that focus on the teaching-learning process.
- Encourage and support faculty involvement in the assessment of student learning process.

Four Grants of \$500 each will be Awarded for AY 13-14:

- Two grants will be awarded to proposals that address improving the *Department/Program Student Learning Assessment Plan*.
- One grant will be awarded to the proposal that addresses improving one of the General Education designators.
- One grant will be awarded to the proposal that addresses improving Information Literacy (IL) .

Applications are due by **August 31st 2013.**

The mini-grant awards are designed for short-term assessment improvement endeavors.

All project activities and expenditures must be completed by **June 1, 2014.**

Some examples of possible projects to be considered for funding:

- Develop/Revise and/or Pilot assessment techniques or new assessment tools for student learning or experience (e.g. student surveys, alumni surveys, assignments, rubrics, portfolios, projects, etc.)
- Purchase and pilot test software that enhances department assessment plans (e.g. TaskStream).
- Training and skill development for faculty to improve program/curriculum delivery
- Enter and analyze assessment data

For more information about the Mini-Grants including the guidelines and application form please go to:

<http://www.potsdam.edu/offices/ie/assessment/minigrant.cfm>

The Potsdam Graduate

5. The Potsdam faculty believes that the Potsdam Graduate must be an educated person who can thrive in, find success with and provide leadership in our complex, ambiguous, and mutable world.

Skills of a Potsdam Graduate:

- The ability to judge, appraise and evaluate, in matters ethical, aesthetic, empirical and logical,
- The ability to reason analytically, formally, symbolically and quantitatively,
- The ability to solve problems by creative synthesis of knowledge,
- The ability to organize thought and communicate in written and oral form,
- The ability to communicate in a second language.

Knowledge of a Potsdam Graduate:

- A knowledge of the heritage of Western civilization, including major artistic, scientific, technological, philosophical and social developments,
- A knowledge of a non-Western culture and an understanding of the interaction of cultures,
- A knowledge of the natural and physical world,
- A knowledge of the forms and currents in twentieth century arts and philosophy,
- A knowledge of twentieth century social institutions,
- A knowledge of how language permits communication, shapes thought and changes through time.

Experiences of a Potsdam Graduate:

- An experience of creativity or performance in the arts,
- An experience of the way science generates, organizes and verifies knowledge,
- An experience using a computer in an academic setting to facilitate learning.

How will your academic career prepare you to be a Potsdam Graduate:

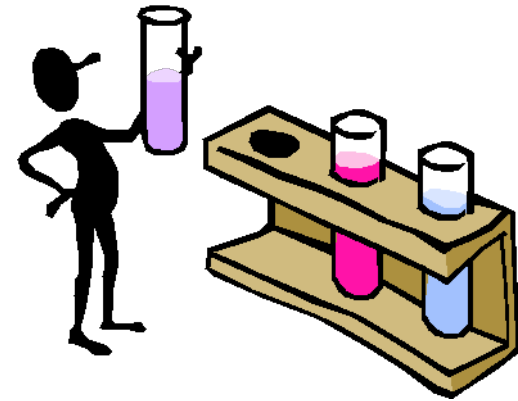
Within the moral, intellectual, and social atmosphere of the College, the curriculum is central. Your curriculum is ideally an integrated whole consisting of three components:

- the general education program, which provides a foundation of skills, knowledge, and experiences for learning;
- a major* that permits disciplined study of a particular body of knowledge;
- and electives that shape learning to individual ambitions, needs and future visions.

*Note: When you declare your major, you will receive an academic supplement from that department that describes in detail the requirements for that major.

6. Gen Ed Assessment Cycle

- Assessment of SUNY Potsdam's Gen Ed student learning outcomes Spring 2013 for (FM), (WC) (SB), (SP), (LB) & (PE) – Assessment data due May 22nd

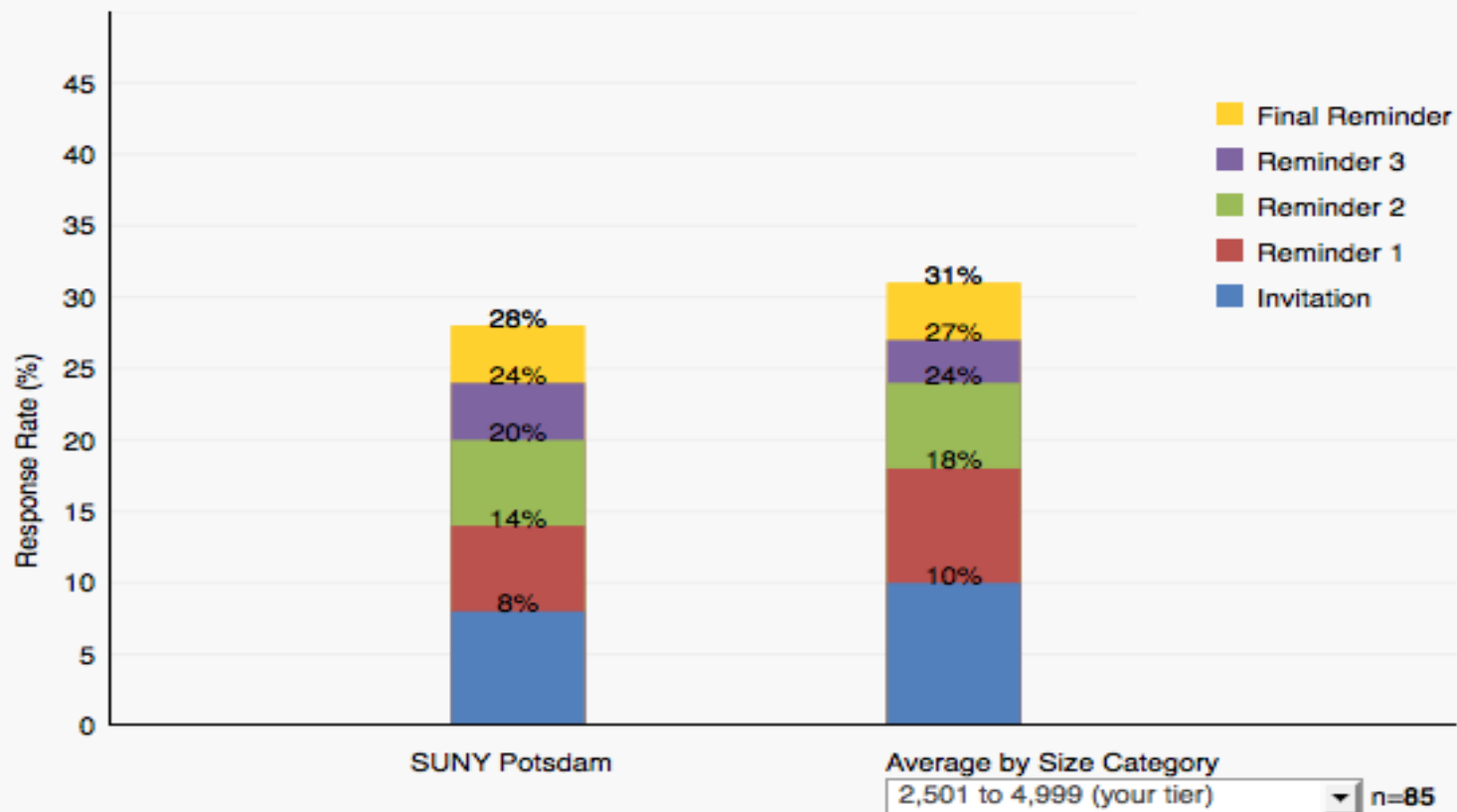


7. NSSE – Spring 2013

Response Rate Comparison [collapse](#)

Click [here](#) to view a short explanatory presentation about both Interface graphics.

Select class level:



Note: Comparison group results use 2012 Web-only administration mode institutions and their average response rate five days after delivery of specific recruitment messages. Your institution's response rate is updated daily.

8. 2012-13 Assessment Reports and Revised Department/Program Assessment Plans

- 2012-13 Assessment **Reports due September 30, 2013**
- 2013-14 Department/Program **Assessment Plans due September 30, 2013**

Assessment Cycle

<http://www.potsdam.edu/offices/ie/assessment/>

****Please review the Department Assessment Plans currently on the website****

Report due 9/30/13 from:

- Childhood/Early Childhood BA
- Childhood Ed. MST
- Secondary English BA/MST
- Foreign Language Ed.
- Literacy Specialist
- Math BA/MST
- Science Ed BA/MST
- Special Ed
- Curriculum and Instruction MSED
- Music Ed
- Business Administration
- Community Health
- Social Studies BA/MST

Reports Due

- Computer Science
- Economics
- English and Communications
- History

Updated Templates

<http://www.potsdam.edu/offices/ie/assessment/>

- Student Learning Outcomes Assessment Plan Template
- Student Learning Outcomes Assessment Report Template

****Please review the Department Assessment Plans currently on the website****

Assessment Template vs. Report Template

Assessment Plan consists of:

- Student Learning Outcome
- Connection to University/Dept Mission/The Potsdam Graduate
- Measurable Criteria and Assessment Methods

Report consists of:

- Update on Action Plan(s) from prior year
- Student Learning Outcome
- Measurable Criteria and Assessment Methods
- Assessment Data Summary – Results & Analysis
- Application of Results/Action Plan for Improving Student Achievement

Update on Action Plan

Update on prior years' "Application of Assessment Results:

In our last report we said we would do the following:

- Sedimentary Geology: Exit exam written and in place on Blackboard, and is being administered at the student's leisure during exam week. Incentive for students is that their grade will replace their lowest exam grade during the semester.

We do this, and the results are below: [The 2013 exit exam will be on Moodle.](#)

- Field Geology: Because of the varied student background, we have been giving non-graded, unannounced quizzes during the semester before we begin a topic. We then modify what we are to teach as we collect the papers and look at them. Two weeks or so later, when we complete the topic, we give a very similar quiz to see what they have improved upon and what we need to further cover.

This course has morphed considerably in the past few years. Our assessment of what was working and what was not led us to split the course into two 2-credit courses – one of strictly field work, the other dealing with maps and cross sections. This is the first year of this new configuration, and we will assess the success of the Field Geology component when the students take Structural Geology next fall, and the success of the Geologic Maps and Cross Sections will be assessed by the final project in the course this December.

- Structural Geology: Individual exam questions were written purposefully for assessment, results tabulated, and will be used to modify next year's course.

This is done yearly except for last year when I was on sabbatical. Proving more valuable for us are the ten questions on the exit exam that are geared towards Structural Geology. Understanding of Mohr's Circles is the biggest shortcoming in Structural Geology, and this will be emphasized this semester.

- Ancient Life: On the syllabus are ten questions under the heading "Ten most important things." Part way through the course the students are asked those ten questions on a non-graded quiz. The same questions are part of the final exam, this time graded. The results are compared.

We forgot to do this last year, but are doing it this year.

- Mineralogy; Physical Geology: Specific questions from mid term exams selected to be included on final exam, and results compared to see if there was an improvement.

We are using our exit exam for this, with ten questions each for Physical Geology and Mineralogy.

In Sedimentary Geology, all exam questions are tabulated for assessment purposes.

Data Source/Results & Analysis

Intended Student Learning Outcome #2 Students majoring in Geology will demonstrate technical skills that they will use in their future jobs or in graduate school. These include writing, speaking, proper use of a Brunton Compass, use of a Petrographic microscope, use of various pieces of geophysical equipment.

Measurable Criteria and Assessment Method(s)

The measurable criteria are relatively straight-forward: can a student properly use a Brunton compass to gather geologic data, can a student properly use a Petrographic microscope to analyze thin sections, can the student give a technical talk before an audience.

These criteria will be measured by student projects in Field Geology, Geophysics, Sedimentary Geology and Structural Geology, in which the students must use the specific equipment to gain the data necessary. Almost all of our upper level courses, and even some of our 100 level classes, require both oral and written presentations, even though these courses are not designated SI or WI.

Data Source/Results & Analysis

The criteria we chose to assess numerically last spring was the students' ability to give an oral presentation. This was done in Geochemistry, a senior level speaking intensive class taken in the spring. Results as follows:

23 % of students Exceeding Expectations
47 % of students Meeting Expectations
29 % of students Approaching Expectations
0 % of students Not Meeting Expectations

Use of the Brunton Compass is assessed by whether students entering Structural Geology know how to use the compass after having learned their use in Field Geology. I was overall unsatisfied with their performance this fall.

Use of the petrographic microscope is basically measured by whether students can correctly identify minerals using the microscope at the end of the semester. They don't pass the course if they can't. Last spring all 20 students successfully completed the course, so all met expectations. The year before, two students did not meet expectations and failed the course.

Application of Results/Action Plan for Improvement

Application of Results/Action Plan for Improvement

To address the shortcomings in giving talks, I am reinstating oral presentations in Optics & Petrology, so students have an extra opportunity to give a formal presentation.

To address my dissatisfaction with use of the Brunton Compass, I have stopped using both Brunton and Silva compasses in Field Geology, and am now only using Bruntons so students will get twice as much experience with them than before.

Summary of Action Plans for 2012-2013

1. Continue giving an exit exam to our seniors, now on Moodle
2. Reinststate a research project in Optics & Petrology
3. Sequence of events will be emphasized in Historical Geology
4. Metamorphism will be covered more thoroughly in Optics & Petrology
5. Identification of igneous and metamorphic rocks will also be taught in Field Geology
6. Isotope geochemistry will be augmented in Geochemistry
7. Mohr's Circles will be emphasized in Structural Geology
8. More tectonics will be covered in Structural Geology

9. Other Items:

Have a great summer!



NEXT MEETING

Sept. 24th , 2013 at 3 p.m.

Location: TBA